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Home Instruction Packet for English 1 Honors

Name of Teacher and Class: Mrs. Robinson's English 1 Honors

<p>In this packet are materials and directions.....</p> <p>This work will be collected by the teacher. This work will be graded and counted towards their marking period grade.</p> <p>I am available to support you during the hours 7:50am-2:50 pm to answer any of your questions. I will be responding to your emails within the hour.</p> <p>You contact me at arobinson@rpsd.org</p>	
<p>Lesson: Title, Objective, What doing and how assessed.</p>	<p>Assignment Directions and how collected. Definitive due dates...</p>
<p>Week 1- <i>To Kill a Mockingbird</i> and Jim Crow Laws Students will be able to apply their comprehension of plot, theme, and characters from Harper Lee's <i>To Kill a Mockingbird</i> by composing a poem that mimics the structure of "Where I'm From", by responding to text and discussion questions connecting <i>TKAM</i> to various historical and poetic texts. Students will be assessed on how well they followed directions, their knowledge and comprehension of the previously studied text, and their ability to successfully connect it to various works.</p> <p>Lesson 1: "Where I'm From"</p>	<p>Read all assigned selections and respond to all prompts and questions. All work must be typed and submitted to turnitin.com. Use MLA format. One document per week.</p> <p>Week 1 is due on turnitin by 3pm the Friday of the first week. Week 2 is due on turnitin by 3pm the Friday of the second week. Week 3 is due on turnitin by 3pm the Friday of the third week.</p>

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Lesson 2: Literacy Test

Week 2- *March*, the Civil Rights Movement, and the American Justice System
Students will be able to connect the text selections to the graphic novel, *March* and comment on and connect with historically impactful moments like the I Have a Dream speech and the Trayvon Martin case. Students will be assessed on the quality and effort exerted in the responses they provide to the questions based on the texts.

Lesson 1: The Voting Rights Act of 1965

Lesson 2: President Obama's Remarks on Trayvon Martin Ruling

Lesson 3: I Have a Dream

Week 3- TKAM and *March* converge. Students will be able to combine all knowledge and comprehension of the Civil Rights movement, social justice, and TKAM in two final lessons. Student will be assessed on the effort and accuracy of work submitted.

Lesson 1: "Learning to Read"

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Lesson 2: I Have a Dream	
	Directions for Paper Assignments: Same as the internet assignment, except written or typed work will be collected on the day we return to school. No late work will be accepted, unless excused absent.

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Learning from Home Lesson Plans

Class	Weeks	Electronic Assignments	Paper Assignments
English 1 Honors	Week 1	"Where I am From" and Literacy Test	Same- saved as PDF on desktops and packets also available.
	Week 2	The Voting Rights Act and President Obama's Remarks on Trayvon Martin Ruling	Same- saved as PDF on desktops and packets also available.
	Week 3	"Learning to Read" and I Have a Dream	Same- saved as PDF on desktops and packets also available.

At Home Instruction Packet

English 1 Honors

Mrs. Robinson

In this packet there are 6 lessons. Each lesson should take approximately 45 minutes to 1 hour. You are to complete 2 lessons a week. Your responses for each assignment must be typed, in MLA format, and submitted on time. See further directions below.

Week 1

Lesson 1- "Where I'm From"

Read "Where I'm From" by George Ella Lyon and then using the provided template, fill in the blanks with information about a character from *To Kill a Mockingbird* to create an original version of the "Where I'm From" poem. It must be typed and in MLA format, including an MLA heading.

Lesson 2- Literacy Test

During the Civil Rights Movement, although black Americans were given the right to vote, it does not mean that it was now easy for them to do so. Those in opposition tried to set up hurdles to make registering and voting extremely difficult, scary, and threatening. One of the challenges was a Literacy test. I would like you to first look over the test and see what questions you feel you may know the answer to. Record your guesses in *italics*. Then, research using the internet, and record your answers in **Bold**. Again, type this assignment in MLA format.

*Submit Lessons 1-2 by the end of the day, 3pm, on Friday of the first week in one document on [turnitin.com](https://www.turnitin.com)

Week 2

Lesson 3- The Voting Rights Act of 1965

Read the selection by Jessica McBirney and answer all attached questions.

Lesson 4- President Obama's Remarks on Trayvon Martin Ruling

Read the speech by former President Barack Obama and respond to all attached questions.

*Submit Lessons 3-4 by the end of the day, 3pm, on Friday of the second week in one document on turnitin.com

Week 3

Lesson 5- Learning to Read

Read the poem, "Learning to Read" by Francis Ellen Watkins Harper and complete all the questions that follow. Remember to type and use MLA format.

Lesson 6- I Have a Dream

Read the famous speech by Dr. Martin Luther King, Jr. and respond to all attached questions

*Submit Lessons 5-6 by the end of the day, 3pm, on Friday of the third week in one document on turnitin.com

Name: _____ Class: _____

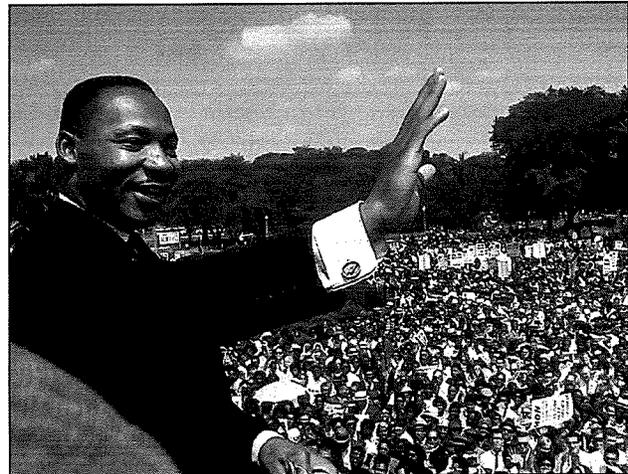
I Have a Dream

By Dr. Martin Luther King, Jr.
1963

Martin Luther King, Jr. (1929-1968) was an American Baptist minister and activist who was a leader in the Civil Rights Movement. He worked to end racial discrimination against African Americans throughout his life. King delivered his iconic "I Have a Dream" speech to over 250,000 people from the steps of the Lincoln Memorial in Washington, D.C., during the March on Washington for Jobs and Freedom on August 28, 1963. In this speech, King discusses racial inequality in America and his hopes for African Americans' civil rights. As you read, take note of how King uses figurative language and how it contributes to the development of the central ideas of his speech.

[1] I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation.

Five score years ago, a great American, in whose symbolic shadow we stand today,¹ signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity.



"Martin Luther King Jr. I Have a Dream Speech" by National Archives is licensed under CC BY-SA 4.0.

But 100 years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled² by the manacles³ of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languished⁴ in the corners of American society and finds himself an exile⁵ in his own land. And so we've come here today to dramatize a shameful condition.

In a sense we've come to our nation's capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note⁶ to which every American was to fall heir. This note was a promise that all men, yes, black men as well as white men, would be guaranteed the "unalienable⁷ Rights" of "Life, Liberty and the pursuit of Happiness." It is obvious today that America has defaulted on this promissory note, insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check, a check which has come back marked "insufficient funds."

1. Referring to the Lincoln Memorial
2. **Crippled (adjective):** severely disabled
3. a metal band, chain, or shackle
4. **Languish (verb):** to suffer from being forced to remain in an unpleasant place or situation
5. **Exile (noun):** a person who is forced to live away from their native country
6. a signed document containing a written promise to pay a stated sum to a specified person
7. unable to be taken away from or given away by the possessor

[5] But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. And so, we've come to cash this check, a check that will give us upon demand the riches of freedom and the security of justice.

We have also come to this hallowed⁸ spot to remind America of the fierce urgency of now. This is no time to engage in the luxury of cooling off or to take the tranquilizing⁹ drug of gradualism.¹⁰ Now is the time to make real the promises of democracy. Now is the time to rise from the dark and desolate¹¹ valley of segregation to the sunlit path of racial justice. Now is the time to lift our nation from the quicksands of racial injustice to the solid rock of brotherhood. Now is the time to make justice a reality for all of God's children.

It would be fatal for the nation to overlook the urgency of the moment. This sweltering¹² summer of the Negro's legitimate discontent will not pass until there is an invigorating¹³ autumn of freedom and equality. 1963 is not an end, but a beginning. And those who hope that the Negro needed to blow off steam and will now be content will have a rude awakening if the nation returns to business as usual. And there will be neither rest nor tranquility in America until the Negro is granted his citizenship rights. The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges.

But there is something that I must say to my people, who stand on the warm threshold which leads into the palace of justice: In the process of gaining our rightful place, we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred. We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate¹⁴ into physical violence. Again and again, we must rise to the majestic heights of meeting physical force with soul force.

The marvelous new militancy¹⁵ which has engulfed¹⁶ the Negro community must not lead us to a distrust of all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny. And they have come to realize that their freedom is inextricably bound to our freedom.

[10] We cannot walk alone.

And as we walk, we must make the pledge that we shall always march ahead.

We cannot turn back.

8. **Hallowed** (*adjective*): holy
9. **Tranquilize** (*verb*): to make calm
10. **Gradualism** (*noun*): the policy of approaching a desired end by gradual steps
11. **Desolate** (*adjective*): deserted of people
12. **Sweltering** (*adjective*): oppressively hot
13. **Invigorate** (*verb*): to give life and energy to
14. **Degenerate** (*verb*): to sink into a low intellectual or moral state
15. the state of being aggressively active in a cause
16. **Engulf** (*verb*): to sweep over

There are those who are asking the devotees¹⁷ of civil rights, "When will you be satisfied?" We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality. We can never be satisfied as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities. We cannot be satisfied as long as the negro's basic mobility is from a smaller ghetto¹⁸ to a larger one. We can never be satisfied as long as our children are stripped of their self-hood and robbed of their dignity by signs stating: "For Whites Only." We cannot be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote. No, no, we are not satisfied, and we will not be satisfied until "justice rolls down like waters, and righteousness like a mighty stream."¹⁹

I am not unmindful that some of you have come here out of great trials and tribulations. Some of you have come fresh from narrow jail cells. And some of you have come from areas where your quest — quest for freedom left you battered by the storms of persecution and staggered by the winds of police brutality. You have been the veterans of creative suffering. Continue to work with the faith that unearned suffering is redemptive.²⁰ Go back to Mississippi, go back to Alabama, go back to South Carolina, go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our northern cities, knowing that somehow this situation can and will be changed.

[15] Let us not wallow in the valley of despair, I say to you today, my friends.

And so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed:²¹ "We hold these truths to be self-evident, that all men are created equal."²²

I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis²³ of freedom and justice.

[20] I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a *dream* today!

I have a dream that one day, down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of "interposition"²⁴ and "nullification"²⁵ — one day right there in Alabama little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

17. **Devotee** (*noun*): a person who is enthusiastically committed to a cause

18. a part of a city in which members of a minority group live, especially because of social, legal, or economic pressure

19. This is a Bible verse from Amos 5:24.

20. **Redemptive** (*adjective*): acting to save someone from error or evil

21. a set of beliefs or aims that guide someone's actions

22. This quote comes from the Declaration of Independence.

23. An oasis is a fertile location in a desert with water and plants.

24. **Interposition** (*noun*): the act of intervening

25. **Nullification** (*non*): the act of making something of no value or consequence

I have a *dream* today!

I have a dream that one day every valley shall be exalted,²⁶ and every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight; "and the glory of the Lord shall be revealed and all flesh shall see it together."²⁷

[25] This is our hope, and this is the faith that I go back to the South with.

With this faith, we will be able to hew²⁸ out of the mountain of despair a stone of hope. With this faith, we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith, we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

And this will be the day — this will be the day when all of God's children will be able to sing with new meaning:

My country 'tis of thee, sweet land of liberty, of thee I sing.

Land where my fathers died, land of the Pilgrim's pride,

*From every mountainside, let freedom ring!*²⁹

And if America is to be a great nation, this must become true.

[30] And so let freedom ring from the prodigious³⁰ hilltops of New Hampshire.

Let freedom ring from the mighty mountains of New York.

Let freedom ring from the heightening Alleghenies of Pennsylvania.

Let freedom ring from the snow-capped Rockies of Colorado.

Let freedom ring from the curvaceous slopes of California.

[35]

But not only that:

Let freedom ring from Stone Mountain of Georgia.

Let freedom ring from Lookout Mountain of Tennessee.

Let freedom ring from every hill and molehill of Mississippi.

26. **Exalted** (*adjective*): placed at a high or powerful level

27. This paragraph contains language and quotes from Bible verses Isaiah 40:4-5.

28. to chop or cut something

29. These lines are verses from "My Country, 'Tis of Thee," a patriotic song written in 1831 by Samuel Francis Smith.

30. **Prodigious** (*adjective*): remarkably or impressively great

[40] From every mountainside, let freedom ring.

And when this happens, and when we allow freedom ring, when we let it ring from every village and every hamlet,³¹ from every state and every city, we will be able to speed up that day when *all* of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual:

Free at last! Free at last!

Thank God Almighty, we are free at last!

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31. a small settlement, generally one smaller than a village

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which of the following identifies the central idea of the text? [RI.2]
 - A. King believes that African Americans should not be denied their civil rights, and encourages others to be relentless in their non-violent fight for freedom.
 - B. King's dream is for African Americans to be free, and makes it clear he will do anything to achieve this, no matter the consequences.
 - C. King does not believe that America is ready to grant African Americans their freedom, but is hopeful for a future in which this is possible.
 - D. King knows that equality is not something he will see during his lifetime, but is confident that his children will eventually live in a world of equality.

2. PART B: Which detail from the text best supports the answer to Part A? [RI.1]
 - A. "But one hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination." (Paragraph 3)
 - B. "In the process of gaining our rightful place, we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred." (Paragraph 8)
 - C. "I am not unmindful that some of you have come here out of great trials and tribulations. Some of you have come fresh from narrow jail cells." (Paragraph 14)
 - D. "I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character." (Paragraph 20)

3. PART A: What is the meaning of "tribulation" in paragraph 14? [RI.4]
 - A. adventure
 - B. uncertainty
 - C. difficulty
 - D. desperation

4. PART B: Which clue from the text best supports the answer to Part A? [RI.1]
 - A. "we will not be satisfied until 'justice rolls down like waters, and righteousness like a mighty stream.'" (Paragraph 13)
 - B. "And some of you have come from areas where your quest -- quest for freedom left you battered by the storms of persecution" (Paragraph 14)
 - C. "go back to the slums and ghettos of our northern cities, knowing that somehow this situation can and will be changed." (Paragraph 14)
 - D. "Let us not wallow in the valley of despair, I say to you today, my friends." (Paragraph 15)

5. PART A: How does paragraph 4 contribute to the development of ideas in the text? [RI.5]
- A. It emphasizes that African Americans have been cheated the civil rights that the nation owes them.
 - B. It demands that African American receive financial compensation for the injustices they have suffered.
 - C. It proves that African Americans are never going to stop fighting for their civil rights and freedom.
 - D. It shows how essential African Americans' civil rights are to them by comparing rights to money.
6. PART B: Which quote from paragraph 4 best supports the answer to Part A? [RI.1]
- A. "In a sense we've come to our nation's capital to cash a check."
 - B. "When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note"
 - C. "This note was a promise that all men, yes, black men as well as white men, would be guaranteed the 'unalienable Rights' of 'Life, Liberty and the pursuit of Happiness.'"
 - D. "Instead of honoring this sacred obligation, America has given the Negro people a bad check"
7. What kinds of figurative language does King use in his speech to describe inequality and the work of the Civil Rights Movement? What is the impact of this language? [RI.4]
Explain examples from at least two different paragraphs of the speech.

8. King makes allusions to multiple other texts in the course of his "I Have a Dream" speech. Analyze the impact of his use of at least two other texts. What does he accomplish by including references to these other texts? [RI.4]

Name: _____ Class: _____

Learning to Read

By Francis Ellen Watkins Harper
1872

Frances Ellen Watkins Harper (1825-1911) was the child of free African-American parents. She attended the Academy for Negro Youth until she was 13 years old. In her adult life, Harper helped slaves escape through the Underground Railroad (a network of routes and safe houses used by slaves in the 19th century) and wrote for anti-slavery newspapers. As you read, take notes on the obstacles the students face while learning to read.

[1] Very soon the Yankee¹ teachers
Came down and set up school;
But, oh! how the Rebs² did hate it,—
It was agin' their rule.

[5] Our masters always tried to hide
Book learning from our eyes;
Knowledge didn't agree with slavery—
'Twould make us all too wise.

But some of us would try to steal
[10] A little from the book,
And put the words together,
And learn by hook or crook.

I remember Uncle Caldwell,
Who took pot-liquor fat
[15] And greased the pages of his book,
And hid it in his hat.

And had his master ever seen
The leaves up on his head,
He'd have thought them greasy papers,
[20] But nothing to be read.

And there was Mr. Turner's Ben,
Who heard the children spell,
And picked the words right up by heart,
And learned to read 'em well.



"Slaves" by elycefeliz is licensed under CC BY-NC-ND 2.0

1. "Yankees" are people from the northern Union states. During the Civil War, Union states fought against Confederate states.
2. "Rebs" is short for "rebels." The term refers to Confederate sympathizers, who, during the Civil War, fought to maintain Southern society (including slavery).

[25] Well, the Northern folks kept sending
The Yankee teachers down;
And they stood right up and helped us,
Though Rebs did sneer and frown.

And, I longed to read my Bible,
[30] For precious words it said;
But when I begun to learn it,
Folks just shook their heads,

And said there is no use trying,
Oh! Chloe, you're too late;
[35] But as I was rising sixty,
I had no time to wait.

So I got a pair of glasses,
And straight to work I went,
And never stopped till I could read
[40] The hymns and Testament.³

Then I got a little cabin—
A place to call my own—
And I felt as independent
As the queen upon her throne.

Learning to Read by Francis Ellen Watkins Harper is in the public domain.

3. The Christian Bible is divided into two sections, the New and Old Testament.

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. Which of the following best summarizes the action of this poem?
 - A. A woman reflects on her childhood when she was denied the right to an education. She describes the great risks that she and other slaves took in order to learn.
 - B. A speaker, who was once a slave, describes how she managed to escape so that she could attend school in the North.
 - C. The narrator, a slave holder, describes her childhood growing up on a plantation in the South.
 - D. The speaker, a former slave, describes the extreme brutality she experienced under the hand of Mr. Turner, the slave master.

2. PART A: Which of the following best describes the author’s most likely purpose for writing this poem?
 - A. To warn other slaves about certain dangerous escape routes
 - B. To teach other slaves how to avoid getting caught with papers and books
 - C. To spread awareness about the injustices of slavery and the benefits of education
 - D. To incite a rebellion against Mr. Turner and other slave holders

3. PART B: Choose a quote from the passage that best supports your answer to Part A.
 - A. “And put the words together, and learn by hook or crook.”
 - B. “He’d have thought them greasy papers, but nothing to be read.”
 - C. “Then I got a little cabin, a place to call my own.”
 - D. “Knowledge didn’t agree with slavery – T’would make us all too wise.”

4. In line 9, what is the effect of the word “steal” on the overall message of the poem? Why did the poet choose to use this word? Explain your answer.

5. Who is Mr. Turner's Ben, and how did he learn how to read? Support your answer with evidence from the text.

6. PART A: Which of the following best describes the speaker's feeling about eventually learning how to read?
- A. The speaker feels scared that the slave masters will find out and hurt her.
 - B. The speaker feels powerful because she can access knowledge on her own.
 - C. The speaker feels unsure about how education will affect her future.
 - D. The speaker feels resentful toward the Yankees that set up schools.
7. PART B: Which of the following quotes from the poem best supports your answer to Part A?
- A. "Our masters always tried to hide / Book learning from our eyes" (line 5-6)
 - B. "They stood right up and helped us / Though the Rebs did sneer and frown." (line 26-27)
 - C. "But when I began to learn it/ Folks just shook their head." (line 31-32)
 - D. "The queen upon her throne." (line 44)
8. PART A: Which of the following best describes the poem's rhyme scheme?
- A. The poem is written in free verse. It does not follow a pattern.
 - B. The poem follows a pattern in the first half, then breaks the pattern in the second half.
 - C. The poem has an ABCB rhyme scheme. This pattern exists through the whole poem.
 - D. The poem has an ABAC ACBA rhyme scheme.
9. PART B: Which of the following best describes the effect of the rhythm and rhyme on the poem's overall meaning?
- A. The rhythm and rhyme give the poem a sing-songy tone, which matches the poem's not-so-serious message.
 - B. The rhythm and rhyme scheme contribute to the poem's serious, scary tone, which emphasizes the fear that the slaves felt when they were trying to hide books from their slave masters.
 - C. The rhythm and rhyme scheme is upbeat and contributes to the poem's positive message about self-empowerment, ingenuity, and independence.
 - D. Both B and C

Name: _____ Class: _____

President Obama's Remarks on Trayvon Martin Ruling

By President Barack Obama
2013

On the evening of February 26, 2012, Trayvon Martin, a 17-year old African American boy from Florida, was fatally shot by George Zimmerman, a neighborhood watch volunteer. Zimmerman was charged with second-degree murder but was found "not guilty" in July of 2013. The following text contains the formal remarks of President Barack Obama after the trial. As you read, take notes on how President Obama addresses the various reactions to the ruling in his speech.

[1] I wanted to come out here, first of all, to tell you that Jay¹ is prepared for all your questions and is very much looking forward to the session. The second thing is I want to let you know that over the next couple of weeks, there's going to obviously be a whole range of issues — immigration, economics, et cetera — we'll try to arrange a fuller press conference to address your questions.



"Barack Obama in Virginia" by Christopher Dilts is licensed under CC BY-NC-SA 2.0.

The reason I actually wanted to come out today is not to take questions, but to speak to an issue that obviously has gotten a lot of attention over the course of the last week — the issue of the Trayvon Martin ruling. I gave a preliminary statement right after the ruling on Sunday. But watching the debate over the course of the last week, I thought it might be useful for me to expand on my thoughts a little bit.

First of all, I want to make sure that, once again, I send my thoughts and prayers, as well as Michelle's, to the family of Trayvon Martin, and to remark on the incredible grace and dignity with which they've dealt with the entire situation. I can only imagine what they're going through, and it's remarkable how they've handled it.

The second thing I want to say is to reiterate what I said on Sunday, which is there's going to be a lot of arguments about the legal issues in the case — I'll let all the legal analysts and talking heads address those issues. The judge conducted the trial in a professional manner. The prosecution and the defense made their arguments. The juries were properly instructed that in a case such as this reasonable doubt was relevant, and they rendered a verdict. And once the jury has spoken, that's how our system works. But I did want to just talk a little bit about context and how people have responded to it and how people are feeling.

1. President Obama is referring here to Jay Carney, the White House Press Secretary from 2011-2014. As the White House Press Secretary, one of Carney's duties is to answer questions daily from reporters on behalf of the Obama Administration.

- [5] You know, when Trayvon Martin was first shot I said that this could have been my son. Another way of saying that is Trayvon Martin could have been me 35 years ago. And when you think about why, in the African American community at least, there's a lot of pain around what happened here, I think it's important to recognize that the African American community is looking at this issue through a set of experiences and a history that doesn't go away.

There are very few African American men in this country who haven't had the experience of being followed when they were shopping in a department store. That includes me. There are very few African American men who haven't had the experience of walking across the street and hearing the locks click on the doors of cars. That happens to me — at least before I was a senator. There are very few African Americans who haven't had the experience of getting on an elevator and a woman clutching her purse nervously and holding her breath until she had a chance to get off. That happens often.

And I don't want to exaggerate this, but those sets of experiences inform how the African American community interprets what happened one night in Florida. And it's inescapable for people to bring those experiences to bear. The African American community is also knowledgeable that there is a history of racial disparities in the application of our criminal laws — everything from the death penalty to enforcement of our drug laws. And that ends up having an impact in terms of how people interpret the case.

Now, this isn't to say that the African American community is naïve about the fact that African American young men are disproportionately involved in the criminal justice system; that they're disproportionately both victims and perpetrators of violence. It's not to make excuses for that fact — although black folks do interpret the reasons for that in a historical context. They understand that some of the violence that takes place in poor black neighborhoods around the country is born out of a very violent past in this country, and that the poverty and dysfunction that we see in those communities can be traced to a very difficult history.

And so the fact that sometimes that's unacknowledged adds to the frustration. And the fact that a lot of African American boys are painted with a broad brush and the excuse is given, well, there are these statistics out there that show that African American boys are more violent — using that as an excuse to then see sons treated differently causes pain.

- [10] I think the African American community is also not naïve in understanding that, statistically, somebody like Trayvon Martin was statistically more likely to be shot by a peer than he was by somebody else. So folks understand the challenges that exist for African American boys. But they get frustrated, I think, if they feel that there's no context for it and that context is being denied. And that all contributes I think to a sense that if a white male teen was involved in the same kind of scenario, that, from top to bottom, both the outcome and the aftermath might have been different.

Now, the question for me at least, and I think for a lot of folks, is where do we take this? How do we learn some lessons from this and move in a positive direction? I think it's understandable that there have been demonstrations and vigils and protests, and some of that stuff is just going to have to work its way through, as long as it remains nonviolent. If I see any violence, then I will remind folks that that dishonors what happened to Trayvon Martin and his family. But beyond protests or vigils, the question is, are there some concrete things that we might be able to do.

I know that Eric Holder² is reviewing what happened down there, but I think it's important for people to have some clear expectations here. Traditionally, these are issues of state and local government, the criminal code. And law enforcement is traditionally done at the state and local levels, not at the federal levels.

That doesn't mean, though, that as a nation we can't do some things that I think would be productive. So let me just give a couple of specifics that I'm still bouncing around with my staff, so we're not rolling out some five-point plan, but some areas where I think all of us could potentially focus.

Number one, precisely because law enforcement is often determined at the state and local level, I think it would be productive for the Justice Department, governors, mayors to work with law enforcement about training at the state and local levels in order to reduce the kind of mistrust in the system that sometimes currently exists.

- [15] When I was in Illinois, I passed racial profiling legislation, and it actually did just two simple things. One, it collected data on traffic stops and the race of the person who was stopped. But the other thing was it resourced us training police departments across the state on how to think about potential racial bias and ways to further professionalize what they were doing.

And initially, the police departments across the state were resistant, but actually they came to recognize that if it was done in a fair, straightforward way that it would allow them to do their jobs better and communities would have more confidence in them and, in turn, be more helpful in applying the law. And obviously, law enforcement has got a very tough job.

So that's one area where I think there are a lot of resources and best practices that could be brought to bear if state and local governments are receptive. And I think a lot of them would be. And let's figure out are there ways for us to push out that kind of training.

Along the same lines, I think it would be useful for us to examine some state and local laws to see if it — if they are designed in such a way that they may encourage the kinds of altercations and confrontations and tragedies that we saw in the Florida case, rather than diffuse potential altercations.

I know that there's been commentary about the fact that the "stand your ground" laws³ in Florida were not used as a defense in the case. On the other hand, if we're sending a message as a society in our communities that someone who is armed potentially has the right to use those firearms even if there's a way for them to exit from a situation, is that really going to be contributing to the kind of peace and security and order that we'd like to see?

- [20] And for those who resist that idea that we should think about something like these "stand your ground" laws, I'd just ask people to consider, if Trayvon Martin was of age and armed, could he have stood his ground on that sidewalk? And do we actually think that he would have been justified in shooting Mr. Zimmerman who had followed him in a car because he felt threatened? And if the answer to that question is at least ambiguous, then it seems to me that we might want to examine those kinds of laws.

2. Eric Holder was the United States Attorney General under President Obama from 2009-2015. The Attorney General is the leader of the Department of Justice and he or she is the chief lawyer for the United States government.

3. "Stand your ground" refers to a law used in criminal cases to justify the use of force. The defendant argues that they were "standing their ground" in order to protect themselves from a perceived threat. Not all states have adopted this law and it remains a controversial issue, especially in relation to gun laws and issues of racial prejudice.

Number three — and this is a long-term project — we need to spend some time in thinking about how do we bolster and reinforce our African American boys. And this is something that Michelle and I talk a lot about. There are a lot of kids out there who need help who are getting a lot of negative reinforcement. And is there more that we can do to give them the sense that their country cares about them and values them and is willing to invest in them?

I'm not naïve about the prospects of some grand, new federal program. I'm not sure that that's what we're talking about here. But I do recognize that as President, I've got some convening power, and there are a lot of good programs that are being done across the country on this front. And for us to be able to gather together business leaders and local elected officials and clergy and celebrities and athletes, and figure out how are we doing a better job helping young African American men feel that they're a full part of this society and that they've got pathways and avenues to succeed — I think that would be a pretty good outcome from what was obviously a tragic situation. And we're going to spend some time working on that and thinking about that.

And then, finally, I think it's going to be important for all of us to do some soul-searching. There has been talk about should we convene a conversation on race. I haven't seen that be particularly productive when politicians try to organize conversations. They end up being stilted and politicized, and folks are locked into the positions they already have. On the other hand, in families and churches and workplaces, there's the possibility that people are a little bit more honest, and at least you ask yourself your own questions about, am I wringing as much bias out of myself as I can? Am I judging people as much as I can, based on not the color of their skin, but the content of their character? That would, I think, be an appropriate exercise in the wake of this tragedy.

And let me just leave you with a final thought that, as difficult and challenging as this whole episode has been for a lot of people, I don't want us to lose sight that things are getting better. Each successive generation seems to be making progress in changing attitudes when it comes to race. It doesn't mean we're in a post-racial society. It doesn't mean that racism is eliminated. But when I talk to Malia and Sasha, and I listen to their friends and I see them interact, they're better than we are — they're better than we were — on these issues. And that's true in every community that I've visited all across the country.

[25] And so we have to be vigilant and we have to work on these issues. And those of us in authority should be doing everything we can to encourage the better angels of our nature, as opposed to using these episodes to heighten divisions. But we should also have confidence that kids these days, I think, have more sense than we did back then, and certainly more than our parents did or our grandparents did; and that along this long, difficult journey, we're becoming a more perfect union — not a perfect union, but a more perfect union.

Thank you, guys.

"President Obama's Remarks on Trayvon Martin Ruling" by President Barack Obama (2013) is in the public domain.

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: What is President Obama's purpose in this speech? [RI.6]
- A. to give his opinion on the Trayvon Martin case and condemn the jury's verdict of "not guilty"
 - B. to contextualize the Trayvon Martin case and reconcile people's reactions to the ruling
 - C. to talk about his own experiences with prejudice and how adversity gave him opportunities to grow
 - D. to contextualize the Trayvon Martin case and condemn the jury's verdict of "not guilty"

2. PART B: Which of the following quotes best supports the answer to Part A? [RI.1]
- A. "I send my thoughts and prayers, as well as Michelle's, to the family of Trayvon Martin... I can only imagine what they're going through" (Paragraph 3)
 - B. "The juries were properly instructed that in a case such as this reasonable doubt was relevant, and they rendered a verdict." (Paragraph 4)
 - C. "it's important to recognize that the African American community is looking at this issue through a set of experiences and a history that doesn't go away." (Paragraph 5)
 - D. "where do we take this? How do we learn some lessons from this and move in a positive direction?" (Paragraph 11)

3. In paragraph 5, President Obama remarks: "You know, when Trayvon Martin was first shot I said that this could have been my son. Another way of saying that is Trayvon Martin could have been me 35 years ago." How does President Obama use rhetoric in this quote to contribute to the overall meaning of his speech? [RI.6]

4. What connection does President Obama draw between step three of his plan (Paragraphs 21-22) and improving the nation? [RI.3]
- A. He believes that supporting young African American men will help them feel more included in society and prevent future tragedies.
 - B. He believes that reaching out to African American children will inspire them to improve their communities and seek out more successful career paths.
 - C. He believes that the government should create a new program for young African American men in order to boost their confidence.
 - D. He believes that supporting African American leaders will discourage stereotypes against them and all members of the community, especially young men.
5. How does the phrase “a more perfect union” in paragraph 25 contribute to the development of ideas in the speech? [RI.5]
- A. The phrase implies that Obama believes that the United States will never be perfect and Americans should recognize the country's faults.
 - B. The phrase references a similar phrase in the U.S. Constitution, emphasizing the unconstitutional discrimination African Americans have faced and continue to face today.
 - C. The phrase emphasizes Obama's hope for a better, more united future in the U.S. and the efforts that must be made to reach this.
 - D. The phrase suggests that Obama believes that the country has substantially improved in the past few decades and does not require much more improvement.

Discussion Questions

Directions: *Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.*

1. Have you seen discrimination around you or experienced it personally? How did you handle it?
2. In paragraph 23, President Obama quoted Martin Luther King's "I Have a Dream Speech" in which he said, "I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character." What does this quote mean, and why do you think President Obama repeated it at this press conference?
3. What are your opinions on the "stand your ground" law, which allows a person to use deadly force in situations of considerable threat or where great bodily harm is possible?
4. Do you agree with President Obama? Is the world slowly becoming a better place? What role will you play in making the world a better place? Explain your answer.
5. In the context of this speech, what are the effects of prejudice? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

Name: _____ Class: _____

The Voting Rights Act of 1965

By Jessica McBirney
2016

The signing of the Voting Rights Act of 1965 into law by President Lyndon B. Johnson was a landmark moment in the Civil Rights Movement of 1960s, which encompassed all social activism in the United States with the intent of ending racial segregation and discrimination against African-Americans. Burdened by a history of slavery and racial tensions, the United States, and particularly the South, was the site of an intense struggle for equality and justice. Common forms of protest included boycotts, sit-ins, marches, and a wide range of other nonviolent demonstrations. As you read, take notes on the events and actions that led to the Voting Rights Act of 1965.

- [1] Today, most of us think of voting as an inalienable right that belongs to all Americans and cannot be taken away. Throughout history, however, many American citizens have not been allowed to vote in local and national elections, either on the basis of actual laws or discriminatory practices. Cultural and political barriers prevented racial minorities from heading to the voting booth every year. It was not until the 1960s that the United States government took serious action to make sure all citizens of the United States could safely and effectively exercise their right to vote. ;



"11 - Civil Rights Movement" is licensed under CC BY-ND 2.0.

Strained Race Relations

African-Americans were first granted citizenship in the 1860s; African-American men were granted the right to vote in 1870.¹ After the Civil War,² Congress made three amendments to the Constitution to protect the rights of freed slaves. The 13th Amendment ended slavery everywhere. The 14th Amendment gave citizenship to every person born in the U.S., including recently freed slaves. The 15th Amendment reinforced the right to vote for all male citizens, regardless of race.

However, some southern states did not like these new amendments, and some whites wanted to keep blacks from having an equal place in society. They passed laws that prevented African Americans from voting. Some towns required literacy tests, which were supposed to simply prove the person could speak English well enough to understand the ballot,³ but in reality they were used to prevent African Americans from being able to actually vote. Others required voters to pay a tax, own property, pass morality tests, or come from certain family lines. All of these laws were designed to do one thing: prohibit members of racial minority groups from voting.

1. Women were not granted the right to vote in the United States until the passage of 19th Amendment to the U.S. Constitution in 1919.
2. A war between northern and southern states that effectively ended slavery in the United States.
3. **Ballot** (*noun*): the piece of paper used to record someone's vote

Change on the Horizon

These laws remained in place and went mostly unchallenged until the civil rights movement began in the 1950s. One of the leaders of the civil rights movement was Dr. Martin Luther King, Jr.,⁴ a minister and activist who believed that African Americans should have the same rights as whites in America. Because of the efforts of Dr. King and many other activists, the government began to make changes toward equality, including setting up a civil rights office in the Department of Justice, but it was not enough.

- [5] King organized another rally for equal rights in Selma, Alabama in early March 1965. However, Alabama state troopers violently attacked the peaceful protestors, and the whole event was broadcast on national television. This tragic event—referred to as “Bloody Sunday”—opened the eyes of many Americans across the country to the realities of racial discrimination. Over the next few weeks, civil rights activists organized and participated in more marches, sit-ins,⁵ and other demonstrations.

The Voting Rights Act of 1965

These actions had a powerful effect in Washington D.C. After witnessing TV coverage of “Bloody Sunday,” President Lyndon Baines Johnson⁶ met with Alabama Governor George Wallace⁷ at the nation’s capital to discuss the civil rights situation in his state. He tried to persuade Wallace to stop the state’s harassment of the protesters. Wallace refused, so Johnson took charge of Alabama’s National Guard and sent one thousand military policemen and two thousand army troops to escort protesters on a march from Selma to Montgomery, Alabama.

Meanwhile, Johnson was working on a bill that would help create the change that the protesters were demanding. On March 15, 1965, Johnson presented the bill to Congress. In August 1965, the bill was passed and signed by Johnson into law as the Voting Rights Act. The Department of Justice has called it the strongest, most effective civil rights law in our nation’s history. It has several parts:

- First, it outlaws any regulation that might keep racial minorities from voting for any reason. This includes all of the tactics used in the south, such as literacy tests and poll taxes.⁸ It also prohibits gerrymandering, the practice of redrawing voting districts to have as few minority voters as possible. Proponents of the Voting Rights Act wanted everyone to be able to vote, and wanted everyone’s vote to matter equally.
4. Dr. Martin Luther King, Jr. (1929-1968) was an American Baptist minister and activist who is best remembered for his role in the advancement of civil rights through the use of nonviolent civil disobedience based on his Christian faith.
 5. A type of protest in which demonstrators occupy a place and refuse to leave until certain demands are met.
 6. Lyndon Baines Johnson (1908-1973) was the 36th President of the United States from 1963 until 1969, assuming the office after serving as the Vice President under John F. Kennedy, who was assassinated in 1963. Johnson is remembered for his “Great Society” legislation, which upheld civil rights, social programs like Medicare and Medicaid, educational funding, and urban and rural development programs.
 7. George Wallace (1919-1998) was an American politician and the 45th Governor of Alabama. He was a U.S. presidential candidate for four consecutive elections between 1964 and 1976. He is remembered for his hardline stance in favor of segregation.
 8. This case was brought by Shelby County in Alabama, a region identified in the 1960s as having a strong history of preventing African Americans from registering and casting votes. More recently, the county sued the U.S. Attorney General in Washington, D.C. for the right to alter voting laws and practices without the approval of the federal government.

- Second, it identified areas in the country with large numbers of minority voters, and required that ballots be provided in multiple languages in those areas. For example, if a town had many Spanish-speaking residents, it must print its annual ballots in Spanish as well as English.
- Third, it picked out certain regions with a history of severe racism. These regions had special requirements that any changes they made to their voting rules had to be cleared with the federal government. Congress wanted to make sure no local government would try to reverse the rules laid out in the new Voting Rights Act.

Long-Term Effects

The Voting Rights Act of 1965 had immediate positive effects for minority voters. Nearly 250,000 black citizens registered to vote in 1965 alone. By 1967, the percentage of blacks registered to vote in the regions identified in the law as having a severe history of racism rose from 30% to over 50%. Language minority groups experienced similar increases in registration. The number of African-Americans elected to government offices more than tripled by 1980.

In a 2013 case called *Shelby County v. Holder*,^[9] the Supreme Court ruled that parts of the Voting Rights Act were unconstitutional. A majority of the justices believed it was wrong to require certain states to check with the federal government every time they changed their voting laws. They also thought it was unfair to continue making these demands based on data from the 1960s.

- [10] Unfortunately, some states have taken advantage of this new ruling to rewrite certain laws in ways that might enable discrimination against minorities. For example, some states require official IDs to get into the voting booth, and some people argue that, since it costs money to get an ID, this is a form of a poll tax. A federal court recently struck down one such law in North Carolina. Other states have tried to limit the hours voting booths are open, so that working people have trouble voting on time.

Technically, Congress can still override individual changes as they arise, but critics are skeptical that Congress will actually do this. Only time will tell whether this Supreme Court decision was a mistake or not.

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. How does the author support her argument that some modern voting laws might be intended to prevent minorities from exercising their civil rights? Cite evidence from the text in your response. [RI.6]

2. PART A: Which TWO of the following best identify the central themes of this article? [RI.2]
- A. While Congress has the right to overrule changes states make to their voting laws, members of Congress generally refrain from doing so out of respect for states' rights.
 - B. The Voting Rights Act of 1965, which followed on the heels of a deadly clash known as "Bloody Sunday," greatly increased the participation of African-Americans in elections.
 - C. The advances Lyndon B. Johnson made in terms of civil rights in the United States were only possible because of his control over a substantial military force.
 - D. Though many of us take the right to vote for granted today, African-Americans went through years of protests before their voting rights were secured.
 - E. Recent adjustments to the civil rights legislation of the 1960s, such as in the case of *Shelby County v. Holder*, has effectively undone President Johnson's achievements.
 - F. Advocates of the Voting Rights Act of 1965 believed that American election system was rigged such that only a small minority of "ruling elites" actually chose elected officials.

3. PART B: Which TWO phrases from the text best support the answers to Part A? [RI.1]
- A. "Throughout history, however, many American citizens have not been allowed to vote in local and national elections... Cultural and political barriers prevented racial minorities from heading to the voting booth..." (Paragraph 5)
 - B. "Wallace refused, so Johnson took charge of Alabama's National Guard and sent one thousand military policemen and two thousand army troops to escort protesters on a march from Selma to Montgomery, Alabama." (Paragraph 6)
 - C. "Proponents of the Voting Rights Act wanted everyone to be able to vote, and wanted everyone's vote to matter equally." (Paragraph 7)
 - D. "The Voting Rights Act of 1965 had immediate positive effects for minority voters. Nearly 250,000 black citizens registered to vote in 1965 alone." (Paragraph 8)
 - E. "A majority of the justices believed it was wrong to require certain states to check with the federal government every time they changed their voting laws." (Paragraph 9)
 - F. "Technically, Congress can still override individual changes as they arise, but critics are skeptical that Congress will actually do this." (Paragraph 11)
4. 4. PART A: What does the word "inalienable" most closely mean as it is used in paragraph 1? [RI.4]
- A. sacred; handed down by a higher power
 - B. unable to be taken from the possessor
 - C. expressing political power; influential
 - D. transcendent of obstacles
5. PART B: Which phrase from the text best supports the answer to Part A? [RI.1]
- A. "voting" (Paragraph 1)
 - B. "belongs to all Americans" (Paragraph 1)
 - C. "cannot be taken away" (Paragraph 1)
 - D. "cultural and political barriers" (Paragraph 1)

Discussion Questions

Directions: *Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.*

1. The article refers to the deeply disturbing events of “Bloody Sunday” (Paragraph 6) as a turning point that opened white American citizens’ eyes to the horrors of violence and prejudice against African-Americans. Is violence often necessary to show people that change is necessary? Why do you think it sometimes takes violence to move people to action?
2. Why do you think racism was particularly virulent and widespread in the southern states? Draw on your knowledge of history and the information presented in the text in formulating your answer.
3. Martin Luther King, Jr. was famously quoted as saying, “Our lives begin to end the day we become silent about things that matter.” Why are voting rights, insofar as they represent a chance to exert agency over political issues, so important? Why is it important to stand up for what you believe is right?
4. In the context of this text, how has America changed over time? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.



“Literacy Test”

Student Organizer

1. Which of the following is a right guaranteed by the Bill of Rights?
 Public Education
 Employment
 Trial by Jury
 Voting
2. The federal census of population is taken every five years.
 True False
3. If a person is indicted for a crime, name two rights which he has.

4. A U.S. senator elected at the general election in November takes office the following year on what date? _____
5. A President elected at the general election in November takes office the following year on what date?

6. Which definition applies to the word "amendment?"
 Proposed change, as in a Constitution
 Make peace between nationals at war
 A part of the government
7. A person appointed to the U.S. Supreme Court is appointed for a term of _____.
8. When the Constitution was approved by the original colonies, how many states had to ratify it in order for it to be in effect? _____
9. Does enumeration affect the income tax levied on citizens in various states? _____
10. A person opposed to swearing in an oath may say, instead: I (solemnly)

11. To serve as President of the United States, a person must have attained:
 25 years of age
 35 years of age
 40 years of age
 45 years of age
12. What words are required by law to be on all coins and paper currency of the U.S.?

13. The Supreme Court is the chief lawmaking body of the state.
 True False



14. If a law passed by a state is contrary to provisions of the U.S. Constitution, which law prevails?

15. If a vacancy occurs in the U.S. Senate, the state must hold an election, but meanwhile the place may be filled by a temporary appointment made by

16. A U.S. senator is elected for a term of _____ years.

17. Appropriation of money for the armed services can be only for a period limited to _____ years.

18. The chief executive and the administrative offices make up the _____ branch of government.

19. Who passes laws dealing with piracy?

20. The number of representatives which a state is entitled to have in the House of Representatives is based on

21. The Constitution protects an individual against punishments which are _____ and _____.

22. When a jury has heard and rendered a verdict in a case, and the judgment on the verdict has become final, the defendant cannot again be brought to trial for the same cause.
_____ True _____ False

23. Name two levels of government which can levy taxes:

24. Communism is the type of government in:

- _____ U.S.
- _____ Russia
- _____ England

25. Cases tried before a court of law are two types, civil and _____.

26. By a majority vote of the members of Congress, the Congress can change provisions of the Constitution of the U.S.
_____ True _____ False

27. For security, each state has a right to form a _____.

28. The electoral vote for President is counted in the presence of two bodies. Name them:

29. If no candidate for President receives a majority of the electoral vote, who decides who will become President? _____



30. Of the original 13 states, the one with the largest representation in the first Congress was _____.
31. Of which branch of government is the Speaker of the House a part?
____ Executive
____ Legislative
____ Judicial
32. Capital punishment is the giving of a death sentence.
____ True ____ False
33. In case the President is unable to perform the duties of his office, who assumes them?
_____.
34. "Involuntary servitude" is permitted in the U.S. upon conviction of a crime.
____ True ____ False
35. If a state is a party to a case, the Constitution provides that original jurisdiction shall be in _____.
36. Congress passes laws regulating cases which are included in those over which the U.S. Supreme Court has _____ jurisdiction.
37. Which of the following is a right guaranteed by the Bill of Rights of the U.S. Constitution?
____ Public Housing
____ Education
____ Voting
____ Trial by Jury
38. The Legislatures of the states decide how presidential electors may be chosen.
____ True ____ False
39. If it were proposed to join Alabama and Mississippi to form one state, what groups would have to vote approval in order for this to be done?
_____.
40. The Vice President presides over _____.
41. The Constitution limits the size of the District of Columbia to _____.
42. The only laws which can be passed to apply to an area in a federal arsenal are those passed by _____ provided consent for the purchase of the land is given by the _____.
43. In which document or writing is the "Bill of Rights" found? _____.
44. Of which branch of government is a Supreme Court justice a part?
____ Executive
____ Legislative
____ Judicial



45. If no person receives a majority of the electoral votes, the Vice President is chosen by the Senate. _____ True _____ False

46. Name two things which the states are forbidden to do by the U.S. Constitution.

47. If election of the President becomes the duty of the U.S. House of Representatives and it fails to act, who becomes President and when?

48. How many votes must a person receive in order to become President if the election is decided by the U.S. House of Representatives? _____

49. How many states were required to approve the original Constitution in order for it to be in effect? _____

50. Check the offenses which, if you are convicted of them, disqualify you for voting:

- _____ Murder
- _____ Issuing worthless checks
- _____ Petty larceny
- _____ Manufacturing whiskey

51. The Congress decides in what manner states elect presidential electors.

_____ True _____ False

52. Name two of the purposes of the U.S. Constitution.

53. Congress is composed of _____.

54. All legislative powers granted in the U.S. Constitution may legally be used only by _____.

55. The population census is required to be made very _____ years.

56. Impeachments of U.S. officials are tried by _____.

57. If an effort to impeach the President of the U.S. is made, who presides at the trial?

58. On the impeachment of the chief justice of the Supreme Court of the U.S., who tries the case?

59. Money is coined by order of:

- _____ U.S. Congress
- _____ The President's Cabinet
- _____ State Legislatures

60. Persons elected to cast a state's vote for U.S. President and Vice President are called presidential _____.



61. Name one power which is exclusively legislative and is mentioned in one of the parts of the U.S. Constitution above:_____.

62. If a person flees from justice into another state, who has authority to ask for his return?

63. Whose duty is it to keep Congress informed of the state of the union?

64. If the two houses of Congress cannot agree on adjournment, who sets the time?

65. When presidential electors meet to cast ballots for President, must all electors in a state vote for the same person for President or can they vote for different persons if they so choose?

66. After the presidential electors have voted, to whom do they send the count of their votes?

67. The power to declare war is vested in
_____.

68. Any power and rights not given to the U.S. or prohibited to the states by the U.S. Constitution are specified as belonging to whom?

To Kill A Mockingbird

Lesson 15

George Ella Lyon

I am from clothespins,
from Clorox and carbon-tetrachloride.
I am from the dirt under the back porch.
(Black, glistening,
it tasted like beets.)
I am from the forsythia bush
the Dutch elm
whose long-gone limbs I remember
as if they were my own.
I'm from fudge and eyeglasses,
from Imogene and Alafair.
I'm from the know-it-alls
and the pass-it-ons,
from Perk up! and Pipe down!
I'm from He restoreth my soul
with a cottonball lamb
and ten verses I can say myself.
I'm from Artemus and Billie's Branch,
fried corn and strong coffee.
From the finger my grandfather lost
to the auger,
the eye my father shut to keep his sight.
Under my bed was a dress box
spilling old pictures,
a sift of lost faces
to drift beneath my dreams.
I am from those moments--
snapped before I budded --
leaf-fall from the family tree.



The *WHERE I'M FROM* Template

Directions: Fill in the blanks with information about a character and his/her family from Harper Lee's *To Kill a Mockingbird*. You can use George Ella Lyon's poem as a reference. Be prepared to share your poem at the end of class.

I am from _____ (specific ordinary item), from _____ (product name) and _____.
I am from the _____ (home description... adjective, adjective, sensory detail).
I am from the _____ (plant, flower, natural item), the _____ (plant, flower, natural detail)
I am from _____ (family tradition) and _____ (family trait), from _____ (name of family member) and _____ (another family name) and _____ (family name).
I am from the _____ (description of family tendency) and _____ (another one).
From _____ (something you were told as a child) and _____ (another).
I am from (representation of religion, or lack of it). Further description.
I'm from _____ (place of birth and family ancestry), _____ (two food items representing your family).
From the _____ (specific family story about a specific person and detail), the _____ (another detail, and the _____ (another detail about another family member).
I am from _____ (location of family pictures, mementos, archives and several more lines indicating their worth).